

Streamlining the Treasure Hunt.



This treasure hunt is for a large group. Here is shown a circle of clues which progresses clock. wise with clues numbered 1-15. Each clue is a message which gives complete directions for finding the following clues. Each clue is arranged so that one can lead to another i.e. a complete circle is made.

By arranging a circle it is possible to start at any point, and have all the team run through all the clues, and end on the very clue with which the team started.

Each team has its own clue for starting and, in order to run the gamut of the circle of clues, the starting clue becomes the final clue. In this manner, team one would begin and end the hunt on clue one, team 2 would have clue 4 its initial and final clue, etc. It is impossible for one team to get ahead of another. If this happens it should be hid before the next team spots it.

Secrecy is the by word of the treasure hunt; each team operates in secret and carefully guards its copy of the clues it has found.

To find the treasure each team must be handed a copy of its starting clue, preferably in a sealed envelope to be opened at the starting signal. Team one is handed a copy of clue 1 which gives it the directions for locating clue 2. The location of clue 1, in the circle of clues, is unknown to them until the end of the hunt, because clue 15 is the clue that gives directions for locating clue 1. When this team reaches clue 15 & follows its directions the team will then find the original of the copy which was handed it to start the hunt.

It is on this final clue that the team are shunted from the circle in the direction of the treasure. This is accomplished by a code message which, when decoded, gives the necessary directions for finding the treasure. Each team has a different code message. All codes read alike when decoded and give directions for finding the treasure; but a separate key is needed to decode each message.

At the start each team is given its decoding key and a copy of its 1st clue. Team one labeled code 1.

After continuing the circle the team will find attached to clue 1 the code message no. 1. With the key the team can decode the message and find the treasure if it has not already been found.

After each message has been found it should be put back carefully in the place it was found.

Team - name		Code	
3. Chicago		1-2	6
2. New Orleans		4-3	7
5. Grand Fork		3-4	8
1. Port		2-1	9
4. San Francisco		1-4	10
2. Typing		5-5	11
3. Chicago		6-6	12
4. Boston		7-7	13
5. New York		8-8	14
6. Philadelphia		9-9	15
7. Washington		10-10	16
8. St. Louis		11-11	17
9. New Orleans		12-12	18
10. San Francisco		13-13	19
11. Chicago		14-14	20

I follow the star paper.

L - 2
W - A
a - B
P - S
T - R
C - S
T - 6
i - 6
r - ?
s - P

No 1

RS. 2257 - AB4P? -
SWSP

Clue No 2

Next and Cistern No 3 Clue 5

L - A
S - 7
i - 2
d - S
u - S
o - 0
B - 2
r - f
C - X

7AB4 - 24C - X50YAB7.

Spill to Barrel No 10 Clue 8

L - 7
F - 1
O - 4
P - 1
W - 0
S - 5
H - M
J - 7
Q - 1
U - 0

54R1M - 14 - 02XX31

Ideal situation for teaching child.

Methods of Teaching of P. E.

Whole teaching situation
Objectives - Health.
Development.
Character
Learner.

Character comes with doing activities
with a good leader.

Teaching Situation -

Child	Teacher	Place	Activity	Time
Age	Readiness	Space ^{out in}	Find Material	Climate
M & S. Ability	Analyze	Equipment	Selecting act.	Seasons.
Background	Efficient	Maintenance	Evaluation	Organize
Interest	Health	Buy equip.	Adaptation	Induction
Health	Self-ht.		Organization	Free play.
Classify	Interview		Interest	
I. Q.	Letter writing, etc.			
Measure & Grade	Adaptability			
Accomplished	Teacher-load			
	Salaries			
	Types of position			

The Conduct of P. Act - Mabel Lee.
Andy - Adelaide ST.

Evaluating Program.

Program
Time spent.
Staff.
Equipment.

Desirable Qualities of Teachers.

Vitality.
Enthusiasm.
Optimism.
Confidence.

} Built on Physical vigour.

Intelligence.
Voice.
Appearance.
Posture & pose.
Endurance.
Imagination.
Memory.
Bladder.

} Largely inherited.

Fairness.
Address.
Reserve.
Good taste.
Tact.
Neatness.
Credulity.
Accuracy.
Sympathy.
Tolerance.
Patience.
Sincerity.

} Acquired.

} Capable of Development.

Reliability - sincerity.
enthusiasm.
sympathy.

Adaptability - fairness.
reliability.
scholarship.
tact.

Qualities - appearance
vitality
poise

personality
Organizing ability
Leadership
Loyalty
Good sportsmanship
Teaching ability
Efficiency
Broad interests
Co-operation

Qualities of Teachers of Play

Healthy body
Broad education
Able to meet all kinds of people
Imagination
Spirit of youth

Y. M. C. A. Qualities

Engaging personality
Good record of moral character
Interest in people
Teaching ability of P.E.
Clean personal habits
Executive ability
Good physique
Good medical care
Interest in P.E.

Rating
Efficiency of a P.T. Teacher

Personality & Character -

Leadership, initiative, refinement of manner.
Neatness, loyalty, accuracy, alertness, honesty,
industry, judgement, self-control, self-
direction, sense of humour, social
adaptability, sportsmanship etc.

Physical Fitness -

General physical appearance. Posture.
" State of health. Organic defects.
Good vision, hearing, teeth etc.

What makes for efficiency

Efficiency of a P.T. Teacher:

Health.

Cleanliness.

Alert.

Prompt.

Self-control.

Keen.

Enthusiasm.

Obedient.

Knowledge of work.

Organizing ability.

Discipline.

Teacher Efficiency.

A. Teaching.

Attention to individual needs.

Discipline.

Teaching techniques.

B. Organization.

Ability to organize.

Washy preparation.

Economy of Time.

C. Knowledge.

" of subject matter.

D. Personal.

Attitude toward work.

Efficiency in making reports.

Promptness.

Use of English.

Voice.

Costume.

Methods of getting roll or attendance of class - see
Sp. of T. Teachers.

Teacher - handling class directly.

Supervisor - helping teacher to teach better.

Administrator.

Supervisor - demonstrating new technique.

Confering with teacher indiv or in
group & visiting gym, classrooms
etc. Set standards of achievement.

Williams & Browne - Ch. I. on personal & general
of staff - Chap. 10.

Teacher -

Training - experience.

@ kind

@ agency.

@ length.

Belong to professional organization
provincial } association
city }

Attend P.T. meetings.

Read professional books.

Professional ethics.

Teaching load.

Personal Qualifications

Teaching efficiency.

Teacher's duties.

Types of leadership.

Teaching Load -

Serve well 250 pupils a week.

25 classes a week (40 min.)

Counselling periods

Special corrective st.

After school play - 15 hr. a week.

N. C. A. standard -

Max. hrs. 44 per week.

25 hrs a week.

Day 3 periods - A.M. aft. P.M. Only work 2.

Not more than 3 nights a week.

Night off not later than 6 o'clock.

Different Types of Leadership

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(A) Managerial leadership

1. Act according to C's capacity & needs

2. Full use of opportunities for guidance may